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ABSTRACT

Intended as a guide for cooperative extension personnel, the purpose of this paper is to suggest how to develop community education programs and how extension personnel can establish working relationships with ongoing community education programs. The author outlines an action model for community education development that consists of 13 steps, including analyzing existing social systems, initiating community education awareness, forming a task force, mobilizing resources, and evaluating the action plan. To encourage coordination with existing community education programs, cooperative extension can assist in community needs assessment, in program promotion, in sharing public facilities and resources, and in expanding 4-H programs. (Author/DS)

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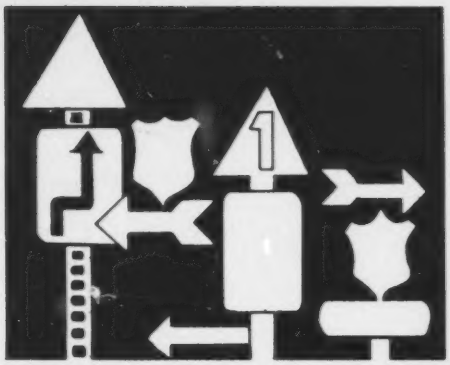

Guide to Community Education Development

Extension Division
Virginia Polytechnic Institute and State University
Blacksburg

EA 010 507

Publication 757

November 1977

Cooperative Extension Guide

To

Community Education Development

Steve R. Parson
Extension Specialist --
Community Education

Cooperative Extension Program for Community Education

Virginia Polytechnic Institute and State University

Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, in Cooperation with the U. S. Department of Agriculture. W. R. Van Dresser, Dean, Extension Division, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

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Foreword

Since 1974 the Virginia Cooperative Extension Service has been involved in developing its role in Community Education. Extension agents have helped many communities in the Commonwealth examine and implement the concept of Community Education. We are proud that Virginia has had the opportunity to pioneer the partnership between Cooperative Extension and Community Education.

Community Education is the name given to the idea that citizens, professional educators and laymen alike, should be involved in maximizing learning opportunities through the expanded use of schools and other educational resources in the community. The Community Education program uses community development problem-solving techniques to identify educational needs, to create programs and to gain access to already existing educational facilities for the delivery of these programs.

The experience we have gained over the past few years has shown us the value of joining with community schools and other agencies to better serve the citizens of Virginia. Extension programs and services working through the vehicle of the community schools are beginning to reach new audiences and help solve new problems.

It is our hope that this publication will assist extension agents and community educators in forming a strong partnership for the future.

W. R. Van Dresser
Director
Virginia Extension Service

INTRODUCTION

Basic to community development is establishing a community problem-solving process by which citizens participate in determining solutions for issues which have an impact on their environment. Commenting on Extension's role in community development, Wyckoff observed that:

> "We have essentially moved in CRD (community resource development) from an adult education program which gave answers to an adult education program which acts as a catalyst in decision-making. Once the decisions are made, Extension can continue to perform a tremendous service in making available the appropriate competencies to carry out the decision in terms of an action program. However, most of our CRD agents' first responsibility is to work with groups in terms of helping them improve their group decision making."[1]

Two obstacles encountered in community development are (1) identifying, organizing, and maintaining groups for citizen participation in the decision-making process, and (2) the identification of programs. The task becomes one of developing the appropriate structures in communities that will facilitate the participation of citizens in the process.

The Community Education concept involves the development of a total educational process within a community which has organized into appropriate-sized units to facilitate interaction, identification of local resources, involvement of people in solutions to their problems, and planning educational programs to meet identified needs.

The Community Education concept utilizes the public community school as a focal point for community involvement. Community schools are effective vehicles for this involvement because they are geographically located throughout every community. Schools provide a workable unit to facilitate interaction, and they are community facilities.

It is impossible to point to one reason why there is such a wide-spread interest in this concept. Some people feel that it stems from a strong desire to reestablish a positive "sense of community" or return to more of a "participatory democracy." Others feel that we simply need to make better use of the resources we have available in communities, namely school buildings. Still others feel that our society needs to draw the people into the process of community problem-solving and bringing the resources of the community to bear on those problems in an effective manner. Whatever the reasons for the current interest, it appears that many communities feel that Community Education offers hope for making positive changes in our social setting which can help meet the pressing needs communities are facing today.

Cooperative Extension can utilize the community school in the effort to interest citizens in identifying program needs and bringing the resources of the land-grant university to bear on community problems. The community school can be a neutral, but common, meeting place for a broad range of community members who can become effectively involved in the program development process.

The philosophy of Extension has always been one of "helping people help themselves." Through Community Education, communities can expand the opportunity of involvement to all segments of the population. By utilizing community schools, Extension can further expand its capacity to respond to community needs.

The purpose of this publication is to (1) provide a guide for Cooperative Extension Service personnel as they help communities

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[1] Wyckoff, J. B., "Competence for CRD," Journal of Cooperative Extension, Vol. VII, No. 3, Fall, 1969, p. 136.

develop Community Education programs, and (2) to provide Cooperative Extension personnel with suggestions for establishing working relationships with on-going Community Education programs.

PART I

THE COMMUNITY EDUCATION CONCEPT

Understanding Community Education

Community Education, like some other emerging concepts, has been defined in many ways. Community Education being a process-based concept and not a tangible program, provides a partial answer to why a single definition is so elusive.

Community Education is defined here as a philosophical concept that emphasizes the process of involving people in identifying the conditions, resources, and priorities of the community for the purpose of personal and community development. This process focuses upon every institution, agency, and organization of the community as resources.

Community Education is the concept; community schools are the places where the many services of Community Education are delivered to the citizenry. The community school becomes the place where community needs are matched with resources. These resources are developed either by the schools or by other agencies and groups within the community. Community schools, as well as another agency or group, can accept the role of coordinating the resources of the community as they mobilize to meet the needs of the community.

One of the definitional problems experienced with Community Education is that in many communities we have several activities or components falsely labeled Community Education. Community Education as a total concept is not synonymous with adult education, recreation, enrichment programs for children, etc. Each may be program components but, functioning independently, do not equate to Community Education. Thus, Community Education is greater than the sum of the components, for the community and its citizens are the beneficiaries, not any single audience type, age group, or ethnic class.

Historical Perspective

From the 1930's until the early 1970's we saw an emphasis on Community Schools and Community School Education. In fact, it wasn't until 1974 that the National Community School Education Association (NCSEA) dropped the word school from its title.

Early Community Education took the form of a series of programs which were viewed as "add-ons" to the regular school schedule. These early programs were almost always developed and offered by the school without the cooperation or involvement of other community agencies as participants. As an example, if a community school identified a need for family recreation programs in its service area, they might have purchased roller skates and sponsored family roller skating in the school gym. This was often done in communities with municipal recreation departments, staffed with professional recreators, having recreation equipment, and a mandate to develop programs to meet the recreation and leisure-time needs of the community.

From the earlier beginnings of the "Community School Movement" there has been a move toward a philosophical concept that has changed the traditional role of the public school. The schools, rather than having responsibilities limited to the education of children and young people, now take on an additional responsibility for the educational needs of all the members of the community. Also, through Community Education, schools begin to address themselves to the areas of community service and community development.

This does not mean that community schools are to attempt to be "all things to all people." What it does mean, is that the community schools become catalysts and facilitators for the community. For example, it means that when a community

identifies family recreation as a need, the appropriate resources in the community are brought together with the need. It may be a municipal recreation department or a YWCA, whatever resource is ready, willing, and able to address that particular need. When and only when, there is no other resource available to meet a particular need, the community school then becomes a programmer.

Jack Minzey and Clyde Le Tarte have referred to Community Education as providing a vehicle for communities to involve citizens in the process of community self-actualization--people assessing their community and then deciding what they would like it to become.

Four assumptions made by Minzey and Le Tarte are listed as prerequisites for self-actualizing communities. Assuming (a) that communities are capable of positive change, (b) that social problems have solutions, (c) that one of the stongest forces for making changes is community power, and (d) the community members are desirous of improving their communities and are willing to contribute their energies toward such ends - assuming those basic conditions, communities can fulfill their potentials.[2]

PART II

THE COMPONENTS OF COMMUNITY EDUCATION

There are few communities today without some components of Community Education. The problem comes when a public school claims that they have Community Education since adult education classes are held one or two nights a week (all too often offered by the public school but with no cooperation with other agencies). There is often a difference between what is offered by a school system for selected audiences and what may be a community need.

In order to gain a better understanding of the Community Education concept, it will be helpful to examine the components of Community Education. Because each community will have different needs and characteristics, the specifics of the program will vary, but certain components appear to be comparable to all programs. The component breakdown to be presented is an adaptation of components identified by Jack Minzey,[3] Director of the Center for Community Education Development, Eastern Michigan University.

Component I -- Education Programs for Children and Youth

This is the traditional K-12 (kindergarten through 12th grade) curricula offered in all school districts. This is a component of prime importance, being the main charge our society has given the public schools. This component is listed as a key part of Community Education. It is often not mentioned when Community Education is described, giving the impression that Community Education is an add-on to the regular program. The K-12 programs simply represent educational programs designed to meet the needs of a particular segment of our communities, children and young people. The concept of Community Education emphasizes the need for the use of community resources to enhance classroom teaching, with the community in fact becoming the classroom.

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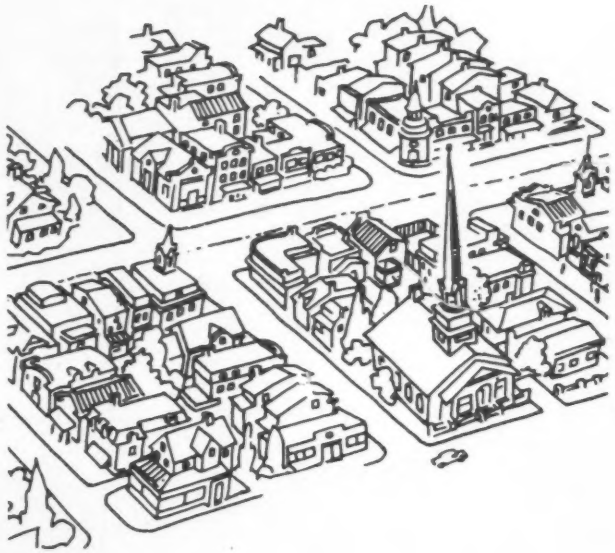
[2]Minzey, Jack, and Le Tarte, C., Community Education: Program to Process, Midland, Michigan, Pendell Publishing, 1972, p. 32-33.

[3]Minzey, Jack, "Community Education -- Another Perception," Community Education Journal, 4:3, 1974, p. 7, 58-61.

COMPONENTS OF COMMUNITY EDUCATION		
PROGRAM	COMPONENT I	– EDUCATION PROGRAMS FOR CHILDREN AND YOUNG PEOPLE
	COMPONENT II	– EXPANDED USE OF COMMUNITY FACILITIES
	COMPONENT III	– ENRICHMENT PROGRAMS FOR SCHOOL-AGED CHILDREN AND YOUTH
	COMPONENT IV	– PROGRAMS FOR ADULTS
	COMPONENT V	– RECREATION PROGRAMS FOR ADULTS, YOUTH, AND FAMILIES
PROCESS	COMPONENT VI	– COORDINATION AND DELIVERY OF COMMUNITY SERVICES
	COMPONENT VII	– COMMUNITY DEVELOPMENT AND CITIZEN PARTICIPATION



Component II -- The Expanded Use of Community Facilities

In our society, billions of dollars have been invested in public facilities. Public school buildings represent a large portion of that investment. Presently, many of our schools are in use 180 days out of 365, and 8 hours out of 24 (other facilities, public and private, often have less than optimum utilization). This amounts to a total usage of less than 20% of the potential. The Community Education concept holds that such buildings could become focal points for community activities and services. This, however, may necessitate some changes in operating policies and in the communities'way of looking at problems and potential solutions.

Component III -- Enrichment Program for School-aged Children and Youth

These are programs over and above those offered during the regular school day. Enrichment programs allow young people an opportunity to expand upon a present interest area or explore new ones. With growing pressures for the schools to "return to the basics" and concentrate on teaching basic skills, there will become less and less time during the regular school day to offer students the opportunity to explore new areas or expand present interests. Enrichment programs (often referred to as "Extended Day Programs") will permit young people to participate in activities designed to meet their own particular interests. The 4-H programs can make a great contribution toward meeting needs in this area. Examples of such programs are gymnastics club, tutoring program, cooking class, typing, bike club, community clubs, and garden projects.

Component IV -- Adult Education Programs

There is an ever-increasing commitment to lifelong learning in our society. The adult education field is the fastest-growing segment of education in this country today. Adults are beginning to seek educational experiences in a wide variety of areas, and for a wide variety of reasons. Programs include such things as basic education (ABE), high school completion, avocational, cultural, and vocational education. The needs of adults are recognized as being as important as those of young people, and the student body is perceived as being all of the people who live in the community.

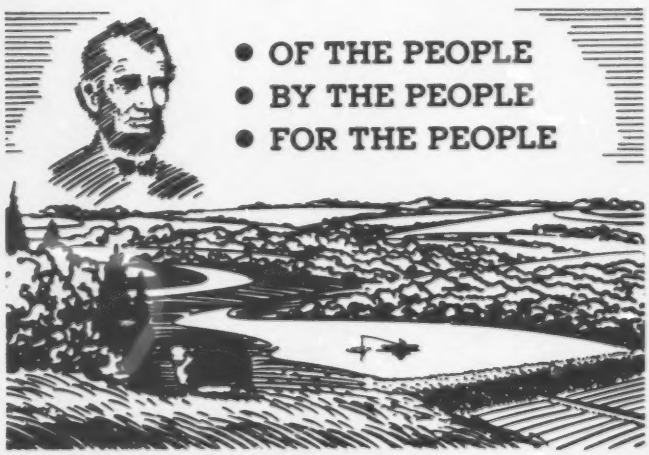
Component V -- Recreation Programs for Adults, Youth, and Families

Many community buildings, public and private, have excellent facilities that could be utilized to meet community recreational needs without interfering with their basic functional purposes. Unfortunately, many school recreational facilities are the domain of the coach and are used to meet the needs of only a few members of the community. Professional recreators around the country have experienced great frustration when they are charged with meeting the recreational needs of the community but are denied access to public school facilities. Similarly, many other public institutions and business/industry complexes have seemingly "narrow" limits for community use.

Component VI -- Coordination and Delivery of Community Services

Coordination of community services is becoming much more imperative as we experience more unstable economic times. Taxpayers and legislators begin calling for elimination of unnecessary duplication and agencies decide that the time is right to begin trying to work together. The problem is that they don't have much experience in coordinating their efforts. Some have the notion that coordination consists of coming together as infrequently as possible to inform each other what they intend to do, and then adjourn to do it. Or some feel that coordination is acceptable as long as they are the coordinator and not the coordinatee. The school, by means of its school building and community school personnel, can help communities identify problems and resources and provide the coordination necessary to being these two together. In this component, the key role of the school is catalytic and programs or services which are either already provided or capable of being provided by other agencies should not be provided by the school. Only when existing agencies are unable to provide services should the community education coordinator assist in the development of new programs.

Component VII -- Community Development and Citizen Participation



This component involves providing leadership in helping community members feel that they are part of the community and that getting involved will make a difference. This process will facilitate community development, which is simply people saying, "This is what we want our community to become, and this is how we are going to make it happen." The community school coordinator, working with community development educators, can make this happen, especially for those individuals already involved in other components of the Community Education program.

Citizen participation is the key

element in all components of a Community Education program. Without this element we have simply a series of programs which may or may not be relevant to the needs of the people they serve. People need to acquire skills that will allow them to participate effectively in the process of identifying their own needs and problems. For too long, professionals, educators, social workers, and others have determined what were the needs of "those" people. The feeling has been that professionally trained individuals ought to know what is best for people and their community. Sometimes professionals guess right, but too often they are far off the mark. This component stresses what has been labeled as a return to "participatory democracy." The idea is to involve local people in the identification of local problems and to develop the process of attempting to solve those problems.

It should be noted that Components I through V (K-12, Expanded Facility Usage, Enrichment Programs for Youth, Adult Education and Recreation) are all program components. The remaining components (Coordination of Community Services, Community Development and Citizen Participation) are process components. Therefore, it could be said that Community Education is a series of programs resulting from a set of processes. The heart of these processes is the involvement of people at the community level.

Community Education is a concept composed of a series of components. Communities with but one component, such as adult education, might be appropriate if that community saw that as but a step toward implementing the total concept of Community Education.

Community Education for one community may not be the same as for another, depending on the stage of development.

> "Real Community Education is a product of time and the development of community education components, and in order to measure successful growth, one must not only assess what the community has, but the direction in which the community is moving in the development of the concept."[4]

PART III

AN ACTION MODEL FOR COMMUNITY EDUCATION DEVELOPMENT

This section will present a model or an outlined plan of action for the development of Community Education in individual communities. In studying this model it is important to keep in mind that Community Education is a process, and not simply a series of programs. Programs are the result of people coming together to identify problems and needs then planning a course of action, and the resources of the community responding with an effective effort to meet these needs or to solve problems.

Community Education is one vehicle for social change. Schools move from a traditional role of serving the K-12 requirements for children and young people to addressing themselves to the educational, social, and cultural needs of the entire community. Resource agencies in the community begin to relate their programs to the educational problems and needs identified by community members. The leaders within other agencies and institutions also begin to construct systems where their resources can be coordinated to eliminate unnecessary duplication, and join together to address common problems serving common audiences.

It has been said that the. . .

> ". . . neighborhood, community, county, state and general society in which we live in is constantly undergoing social change. The question is, in what direction will change take place, how rapidly will it take place and how can it be directed so that there will be the greatest individual and societial rewards with the least financial and

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[4]Minzey, 1974, Ibid, p. 61.

social cost?"[5]

Community Education is a vehicle for change that provides great rewards to both the individual and the community while making the best use of the available resources. Community Education is a means of creating an educative community. In this educative community individuals in all segments of the community recognize that they have a role to play in the educational process of that community. They begin to realize that all education does not take place within the confines of the classroom, and the education is a life-long process that continues beyond degrees and diplomas.

Social Action Models

When assisting people who desire to effect a change, a model or point of reference or framework is often useful in identifying the stage of development a change process has achieved. George M. Beal, a rural socialogist from Iowa State University, developed a model for the analysis of social action or for planning social action.[6] An adaptation of this model provides a guide for Community Education development. As is the case with all models, it should be revised to fit specific situations. In some communities, certain steps may be skipped or combined with other steps. As Beal commented:

> "Quite often progress in social action can be attained without fulfilling all of the requirements of this model. However, from the point of view of logic research, and experience with social action programs the author (Beal) believes that proper use of this model increases the chances of reaching the social action desired more effectively."[7]

The model to be presented for use in Community Education development is an adaptation of the Beal Model.

Model for Community Education Development

Progress in social action is often hard to evaluate. Some tend to evaluate simply on whether or not the desired outcome was achieved, and that is certainly valid criteria. Social action, however, tends to progress in stages from the inception of the idea through the developmental stage to finally implementation and evaluation. The following model will help to guide and evaluate the progress a community is making toward Community Education development.

In the diagram on the following page, feedback loops indicate a need to assess the on-going process as each phase is accomplished.

Step 1 - Analysis of Existing Social Systems

It is important to define the social system that will be effected by Community Education. Social systems are often delineated by political boundary lines, such as counties, cities, townships, etc. Since the implementation of the Community Education concept usually involves a commitment on the part of the local public schools, the social system is defined as the school district or community served by a single public school.

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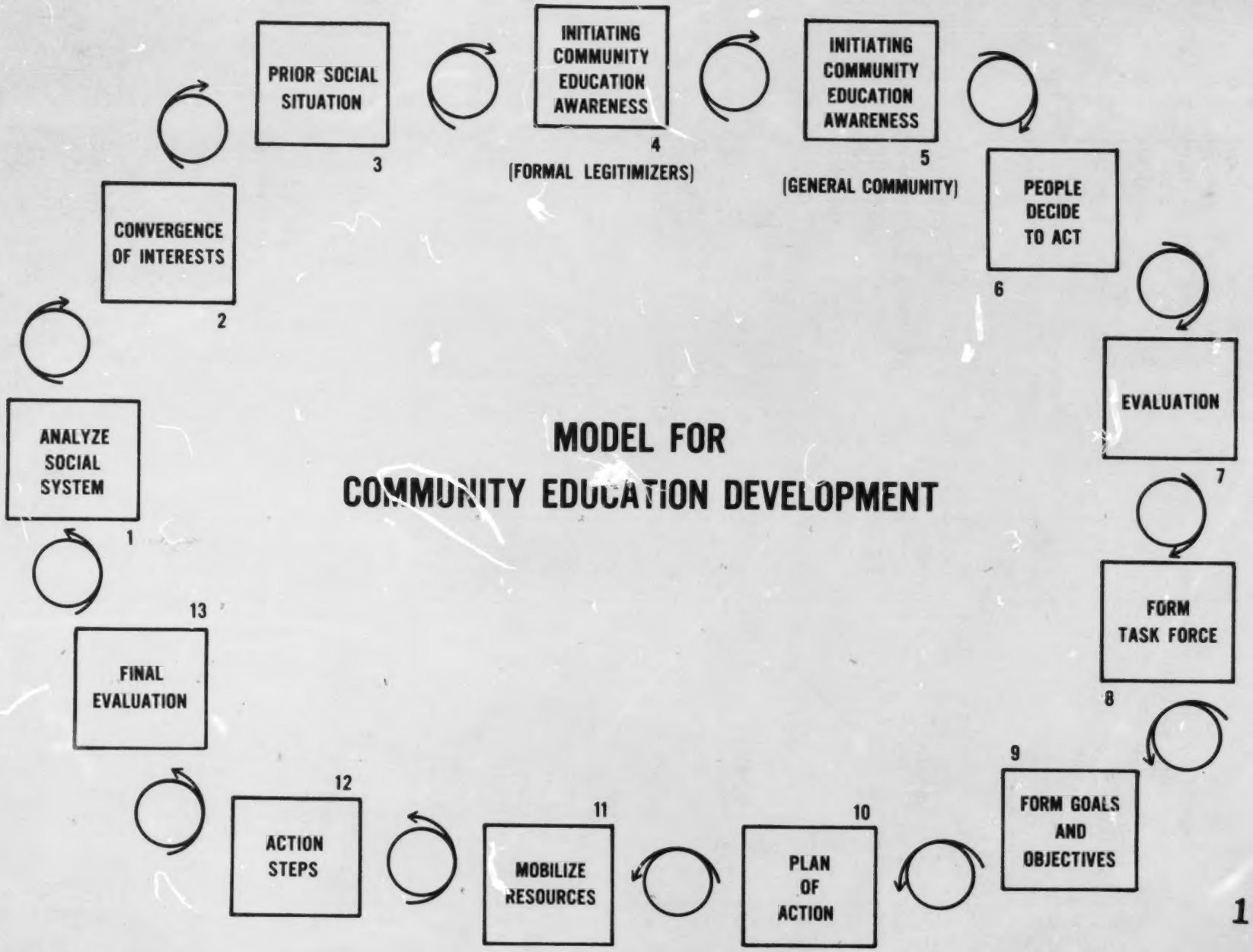
[5]Beal, G. M., "A Casebook for Agricultural Adjustment in Iowa," Part I - The Opportunities, Special Report No. 22, Cooperative Extension Service, Iowa State University, May, 1958.

[6]Beal, G. M., 1958, op. cit.

[7]Beal, G. M. et.al., Social Action and Interaction in Program Planning, Ames, Iowa, The Iowa State University Press, 1966, p. 488.

MODEL FOR
COMMUNITY EDUCATION DEVELOPMENT



In order to be effective in providing leadership to social action, one must understand and identify with the particular social system where the action is taking place. It is also important to understand the power structures (both formal and informal), characteristics of the people (ethnic, racial, economic, ect.), institutions (agencies, community colleges, universities, etc.), and groups and organizations to be involved.

Step 2 - Convergence of Interest

All social action begins when people who have common interests decide to cooperate in order to share and expand those interests. Usually, the original identification of people with common interests will involve only a few. This group might be made up of those who are interested in better utilization of school facilities, resources, increased community involvement in education, educational services for adults, or increased public support for education.

At this point, a meeting of those persons sharing some common interests will facilitate action. The Community Education concept should be presented at this meeting. The extension agent working with the extension specialist or a staff member from one of the Centers for Community Education Development can develop a presentation geared to the needs of the group.

Step 3 - Prior Social Situtation

Community Education almost never developed from "point zero." In most communities some components of Community Education now are in existence. A typical example would be a community with a strong commitment to adult and continuing education. Other communities have made attempts to coordinate community services or open school buildings for community use. Data on past developments will be important to the planning of Community Education.

The comment often heard when the Community Education concept is introduced is "Oh, yes we are already doing that. We've got a tremendous adult education program." While this may be true, many people initally misinterpret one of the components as representing the total concept because of a general lack of understanding.

Step 4 - Identifying Relevant Social Systems

Action programs should directly involve all parts of the general system within which the action takes place. It is at this stage that strategy is developed to identify target groups within the social system that are most relevant to the action under consideration. These target audiences may include:

> public school board members, school administrators, human service agency representatives, local government officials (city council or board of supervisors), and civic groups (Lions, Rotary, Jaycees, PTA, League of Women Voters, etc.).

The objective at this stage is not to implement the concept, but to develop support for introducing and exploring the concept within the community. This support can be developed through programs designed to create an awareness of Community Education.

Some of the groups listed above are going to be the formal legitimizers (decision making, allocation of resources, etc.) of the concept and should be involved early. It should be noted here that legitimizers will often put forth little effort to help initiate or carry out the action program. However, if some initial acceptance of the Community Education concept is not obtained from them, they can use their resources and positions or influence to block the program. It is important that the formal legitimizers are a part of the effort and that they have the opportunity to review, revise, and offer suggestions.

Step 5 - Initiating Community Education Awareness (General Community/Informal Legitimizers

In some communities the Community Education concept has been implemented with a unilateral decision on the part of a group of "formal legitimizers," such as a school board or a county board of supervisors. In several instances groups in the community who were left out of the action have failed to support the program once it was initiated. Most noteworthy among those groups being left out have been Cooperative Extension, Municipal Recreation Departments, Senior Citizen Groups, classroom teachers, the general community, and others.

Up to this point in the model we have been dealing with small groups of people. It is often mistakenly assumed that this is all that is necessary. If other groups and individuals in the community are to be motivated to join in the development of Community Education, they must have a felt need and be willing to act. At this stage there is a need to reach a broad spectrum of the community to create an awareness of Community Education (what it is, and what it can do). There is a need for people who can provide the kind of resources needed (time, communication skills, organizational skills, and access to people or groups) to assist the general community in relating felt needs to Community Education.

This is the point in the model where the concept is really taken to the greater number of people for discussion. It is hoped that at this time Community Education will become a felt need by people making up the relevant systems or publics.

There are many different techniques that can be used to initiate awareness. Examples of these techniques are:

1. Community-wide or large group meetings
2. Mass Media
3. Visits to demonstration sites
4. Service club presentations
5. Block club meetings

Step 6 - Evaluation (Continual Process)

The process of evaluation should be a continual one, taking place at all stages of development. Evaluation is inserted in the model at this stage to emphasize the importance of reviewing actions taken, immediate, intermediate and ultimate goals, and exploring alternative means. It is important to note that there should be not only an evaluation of goal attainment (how far we have progressed), but of the processes being used (the methods used, our human relations and strategy).

Step 7 - People Decide to Act

If Community Education is to become a vehicle for progress the citizens must be committed to taking action. It is not enough for people to be simply aware of a problem, they must be motivated to do something about it.

Step 8 - Form Community Education Task Force

After the relevant systems agree that Community Education may hold some potential benefits for the community, a task force should be established. The task force would ideally be appointed by the school board or local governmental body. The task force would be given a specific period of time in which to perform the following tasks:

1. Review the Community Education Concept as it might be applied to their community. (Review literature and materials, attend conferences or workshops, make visitations to communities with Community Education programs, and request assistance from Community Education development specialists.)
2. Develop a basic plan for implementing Community Education to include:
   a. Staffing
   b. Organizational Structure
   c. Budget
   d. Sources of Financial Support

e. Time Schedule for Implementation

3. Conduct a survey of the general needs within the community that could be met by a Community Education program.

4. Conduct a survey of the resources available to serve people (agency, institution, people, facilities, finances, etc.) in the community.

Remembering what was said about broad participation in this section, it is assumed that this task force would utilize many individuals and committees in doing its work. Upon completion of these tasks, a report should be made back to the community (via school board, city council, board of supervisors, etc.). This report can serve as a guide for making future decisions for the implementation of Community Education.

Step 9 - Formalize Goals and Objectives

After accepting the report of the task force and deciding to take action, the relevant systems or subgroups should establish goals and objectives that are to be attained by implementing Community Education. An example of a goal is the increased utilization of public school buildings.

Step 10 - Establish the Plan of Action

In order to pursue goals and objectives, a specific series of actions should be planned. Organization structure, designation of responsibilities, planning of specific activities, timing, etc., are all part of this step.

Step 11 - Mobilizing and Organizing Resources

In the plan of action, attention must be given to obtaining and organizing the resources to implement the program. It is recognized that for a program to reach this point there has been a great deal of mobilization and organization of resources. However, this stage refers specifically to the mobilization and organization of resources related to the implementation of Community Education.

Step 12 - Carry Out the Action Plan

The plan of action for implementing Community Education is carried out step by step.

Step 13 - Final Evaluation

This step involves a more general approach to the over-all evaluation of the developmental process. The evaluation should focus not only on those areas where stated goals were not satisfactorily attained, but also on those goals that were successfully accomplished. In addition to evaluating goal attainment, evaluation also should be made of how the program was carried out -- community involvement, committees, conflicts, group relations developed, problems encountered, etc.

This model has been developed to provide Extension Agents with a guide for working with communities on developing Community Education. Experience has shown that the stages outlined in the model are generally observed in most effective Community Education development.

Summary

The Community Education movement is growing rapidly throughout the country. This movement can become a strong positive force for increasing the effectiveness of the Cooperative Extension Service. Extension program planning can utilize the structures for community involvement established by Community Education programs, and a new atmosphere of cooperation can be developed. Facilities previously inaccessible open up, agencies and institutions become more receptive to cooperative planning and the elimination of unnecessary duplication, and -- most important -- the

people in communities profit.

Community Education programs will utilize the resources of Extension to meet the needs as identified by the people. Audiences reached by Extension programs will expand in size and types. Extension will have the opportunity to involve citizens never before reached.

Since Cooperative Extension and Community Education both believe in "helping people to help themselves," it is natural for them to work together in developing better communities.

PART II

COOPERATION WITH ON-GOING COMMUNITY EDUCATION PROGRAMS

To this point, we have dealt primarily with Cooperative Extension's role in helping communities study, plan, and implement Community Education programs. It would now seem appropriate to focus on how Cooperative Extension might relate to on-going Community Education programs. The scope of areas for potential cooperation are many and have been only minimally explored. The areas for cooperation suggested here should be considered as only a sampling and not all-inclusive.

Community Advisory Councils

One form of citizen participation usually found in Community Education programs is the formation of Community Advisory Councils. These councils are usually made up of a representative group of people drawn from the geographic area served by a particular community school. In addition to lay persons from the community, some councils also include representatives from resource agencies serving the area. In any case, Cooperative Extension should be part of these councils, either as members or resource persons.

The Community Advisory Councils can be valuable in the program development process. These councils can identify problems for which Extension can provide resources to aid the community in solving. The council members, because they are representative of the people who make up the community, can provide valuable input into developing programs that will be relevant to the needs of the people.

Another funcation of the Community Advisory Council would be to assist in the process of identifying available community resources. These resources might be volunteers, services from business/industry, sources of funds, equipment, physical facilities, and others. Resourceful Extension agents, working with community councils, can uncover resources to assist their programs that they never knew existed.

Working with Community Advisory Councils can help Extension agents expand the support base for their programs. The involvement of a wider range of persons in Extension program development can be important as local financial resources are sought to support Extension work.

Needs Assessments

Another potential area of cooperation is that of assisting the community in making an assessment of its needs. In the past, many agencies, including Extension, have conducted various surveys to ascertain the need for programs and services in education, recreation, social, and cultural development. It might be advantagous to assist the community in designing a process for making a comprehensive assessment of needs. This process would involve the support of a wide range of community resource agencies who could use the data to provide input into their program development process.

This sharing of a common data base may also lead to some new cooperation efforts between two or more agencies which in the past might have independently developed programs that would have represented an unnecessary duplication of effort.

Program Promotion

Even the best designed programs will be ineffective if citizens are unaware of

their existance. Community Education offers the opportunity for various agencies to promote their programs cooperatively. In many communities a Community Education brochure is periodically distributed to all of the citizens. These brochures contain listings of all of the programs currently being offered in the community by agencies such as Extension, community colleges, YM/YWCA's, community schools, recreation departments, etc.

These brochures can produce a great impact on the community with a minimal cost to each individual agency. The cost of these publications is often shared by participating agencies or absorbed by the Community Education budget.

Sharing the Space and the Action

One of the more obvious advantages to cooperation between Extension and community schools is the increased access to facilities for conducting programs and providing services. Community Education involves an opening of public facilities for the expanded use by the community.

In some communities, new public facilities have been designed to provide shared space for several different community services. It is possible to go to one of these facilities and find day care centers, health and social services, employment counseling, and a satelite Cooperative Extension Office. All of these services may be found in one facility that also may house a public school.

Community Education also promotes resource agencies coming together to share the action. Jointly planned and sponsored programs can often increase effectiveness. There are times when one single agency, operating alone, simply does not have all the resources necessary to deal with a particular problem. However, by combining and sharing resources, several agencies may acquire the potential needed to make an impact.

Community Resource Councils

With the coordination of the delivery of services being one component of Community Education, most models feature some sort of vehicle to facilitate interagency cooperation. In many communities this takes the form of some kind of Community Resource Council. These organizations are generally made up of representatives of the various agencies, institutions, and organizations that provide services to the community.

These councils provide a mechanism for agencies to coordinate their efforts and programs. As a word of caution, however, too often organizations of this type have developed a sort of "show and tell" form of cooperation. This occurs when agencies look upon these meetings as a place to simply inform other agencies of current program offerings. This kind of cooperation will not make much of a major contribution to better utilization of resources or to the elimination of unnecessary duplication.

Where Community Resource Councils have functioned most effectively, all of the agencies have viewed the council as a vehicle for sharing resources and coordinating efforts to better serve the community.

With School 4-H Programs

The last aspect of cooperation we will examine is that of youth programming. Many 4-H youth workers have worked in public schools as they developed 4-H programs. However, there has often been a lack of coordination of 4-H projects and activities with the curriculum of the schools. The learning experiences for young people could be greatly enhanced if the 4-H program would be coordinated with, and sometimes integrated into, the regular curriculum.

One common denominator we all have (when we are really honest about it) is an intense interest in those things that will affect our lives or jobs in a positive manner. Because of this, an approach to the public schools based on how the schools can help us build our 4-H programs may meet with a shocking lack of interest.

Before beginning the process of developing a cooperative relationship with the schools, it would seem appropriate to spend some time identifying those things we can offer that will have a positive effect on

schools and students. This will prepare for an initial approach that will help insure a more receptive audience.[8]

Some 4-H youth workers are changing their terminology to reflect a new approach to 4-H programming. Programs refered to in the past as "in-school" programs are now being refered to as "with-school" programs. In order to achieve the greatest impact on young people, 4-H programs must form a solid partnership with public schools and other youth-serving agencies.

Cooperation must be a two-way street. Cooperative Extension must be able to expand its capabilities of reaching its goals through cooperation. Likewise, those agencies working with Extension must be able to better meet their goals and fulfill their missions. The ultimate benefit will be realized by the citizens and communities we all serve. By working together we can begin to make the best use of the resources we have available to us, with the end result being better communities in which to live.

PART V

RESOURCE MATERIALS FOR COMMUNITY EDUCATION DEVELOPMENT

Books

Minzey, J., Le Tarte, C., Community Education: From Program to Process, Pendell Publishing Company, Midland, Michigan, 1974.

Seay, M., and Associates, Community Education: A Developing Concept, Pendell Publishing Company, Midland, Michigan, 1974.

Hiemstra, R., The Educative Community, Professional Educators Publications, Lincoln, Nebraska, 1972.

Warden, J. W. (ed.), Toward Community: A Community Education Sourcebook. Charlottesville, Virginia, Mid-Atlantic Community Education Consortium, 1976.

Monographs and Phamplets*

Kaplan, M. H. (ed.), Public Schools: Use Them, Don't Waste Them, Charlottesville, Virginia, Mid-Atlantic Center for Community Education, University of Virginia, 1976.

Parson, S. R., Emerging Models of Community Education, Midland, Michigan, Pendell Publishing Company, 1976.

Warden, J., What Others Say About Community Education, Charlottesville, Virginia, Mid-Atlantic Center for Community Education, University of Virginia, 1976.

Decker, L. E., People Helping People -- An Overview of Community Education, Midland, Michigan, Pendell Publishing, 1976.

Winecoff, L., and Powell, C., Organizing A Volunteer Program, Midland, Michigan, Pendell Publishing, 1976.

Parson, S. R., Public Schools and 4-H Programs: Building A Partnership, Blacksburg, Virginia, VPI&SU, Extension Division, 1977.

Parson, S. R., Strength Through Cooperation: Examples of Cooperation Between Community Education and Cooperative Extension, Blacksburg, Virginia, VPI&SU, Extension Division, 1977.

Films**

"To Touch a Child" -- 16 mm, 28 minutes,

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[8] Parson, S. R., "Public Schools and 4-H Programs: Building A Partnership," Blacksburg, Virginia, VPI&SU, Extension Division, 1977.

* Available in limited quantities (free) from most Center for Community Education Development.

**Films available without charge from the National Community Education Association, 1017 Avon Street, Flint, Michigan, or your nearest Center for Community Education Development.

sound, color. An effective overall introduction to Community Education (1965).

"A Sense of Community" -- 16mm, 34 minutes, sound, color. A documentary that dramatically demonstrates the impact of Community Education on the life of the individual and the community. (1975)

"A Rebirth of Community" -- 16mm, 28 minutes, sound, color. Documents how one community, through a series of specific and critical actions, established a strong and effective Community Education program. (1975)

"The Community Council: A Reaffirmation of the Democratic Ideal." -- 16mm, 22 minutes, sound, color. Follows a council from its inception through early stages of development and on to its emergence as a strong and effective group, capable of influencing the qualify of life within their community. (1975)

"The Community School Coordinator" -- 16mm, 25 minutes, sound, color. Portrays one day in the life of one community school coordinator. (1975)

"Cooperative Agency Relationships: 2+2=6" -- 16mm, 20 minutes, sound, color. Documents how one community obtained an almost unlimited array of benefits from a joint agency approach to providing social, health, and educational services. (1975)

Centers for Community Education Development

Centers for Community Education Development have been established in all parts of the country. A wide range of materials, consultive services, training and planning assistance is available without charge from these centers. The centers are located in colleges, universities, and state departments of education. For a complete directory of centers write:

C. S. Mott Foundation
Mott Foundation Building
Flint, MI 48502

A specialized Center for Community Education Development has been established with the Cooperative Extension Service at Virginia Polytechnic Institute and State University. The purpose of this Center is to develop a model for involving the Cooperative Extension Service in the development of Community Education. For more information or assistance contact:

Steve R. Parson
Cooperative Extension Program
for Community Education
2082 Derring Hall
Virginia Polytechnic Institute
and State University
Blacksburg, VA 24061
Phone: (703) 951-5106